



**Freedom High School**  
**Loudoun County Public Schools**  
**Comprehensive Needs Assessment - Executive Summary**  
[LCPS School Profile](#)  
[Virginia School Quality Profile](#)  
[LCPS Strategic Plan 2023-2027](#)

## Instructional Overview

### **Secondary English and Reading:**

*Curriculum and Instruction:* Secondary English and Reading instruction is grounded in the science of reading and utilizes evidence-based literacy practices that reflect three of the five pillars of literacy: fluency, vocabulary, and comprehension, in addition to writing. Instruction across all areas of literacy is explicit and systematic and aligns with the Virginia Standards of Learning (SOLs). The purpose of curriculum and instruction is to develop knowledgeable readers, writers, speakers, and thinkers. *Resources:* All classrooms are provided with state-approved resources consistent with the expectations of the Virginia Literacy Act and VDOE recommendations. Resources include digital content such as No Red Ink, Newsela, and Schoology as well as authentic literature and informational texts. *Professional Learning:* Secondary teachers and reading specialists engage in continuous professional development to support the implementation of best practices for literacy instruction in classrooms and intervention settings. *Intervention and Progress Monitoring:* Each student's literacy progress is monitored through multiple data points including MAP, SOLs, and IReady as well as formative assessments. Students who have identified areas of need are provided with differentiated classroom instruction and/or evidence-based intervention. Using the LCPS decision trees as guidance, tiered supports are provided to students that align with expectations outlined in the Virginia Literacy Act.

At Freedom High, English instruction is supported through content-specific CLTs. Using the LCPS English curriculum, CLTs create lessons and activities that are aligned with the essential standards from the Guaranteed and Viable Curriculum. Utilizing the LCPS English curriculum, the CLTs plan lessons, participate in data dialogues, evaluate i-Ready scores, discuss differentiation, and provide small group and individual remediation. All school staff are given access to i-Ready® scores, instructed on how to interpret the scores, and given PD by our Reading Specialist on how to best support struggling readers.

**Math:** LCPS Math Curriculum and instruction uses a [math workshop structure](#) and focuses on student-centered learning activities that include daily number sense routines and reflection. Teachers plan small-group targeted instruction, varying the groups regularly. Instruction prioritizes hands-on, inquiry-based learning, focusing on conceptual understanding using representations and models/manipulatives. Instruction also emphasizes the implementation of the Process Goals and the 5Cs through student collaboration, reasoning, communicating, making connections, and problem-solving. Students who have identified areas of need are provided with differentiated classroom instruction and/or explicitly taught, evidence-based intervention.

At Freedom High, math instruction is supported through content-specific CLT's. Utilizing the LCPS math curriculum, the CLT's plans lessons, tracks student math progress, participate in data dialogues, evaluates MAP scores, and provides small group and individual remediation. CLT's create a common SMART goal and work together to support student growth. Progress is monitored specifically in Algebra 1, Geometry, and FADA to identify student needs and provide interventions throughout the year.

**Science:** LCPS science programs are designed to actively engage students in the process of science and use reasoning processes that build scientific thinking. These programs teach students to know, use, and interpret scientific explanations of the natural world; to generate and evaluate scientific evidence and explanations; to understand the nature and development of scientific knowledge; and to participate productively in scientific practices and discourse.

At Freedom High School, science instruction provides hands-on interactive opportunities for student growth at all levels. Using the LCPS Science curriculum, CLTs create lessons and activities that are aligned with the essential standards from the Guaranteed and Viable Curriculum. CLT's create a common SMART goal and

work together to support student growth. CLT's plan lessons, track student progress, participate in data dialogues, discuss differentiation, and provide small group and individual remediation.

**Social Sciences & Global Studies:** Social Science and Global Studies instruction in LCPS is grounded in a culturally responsive approach to the content in a way that elevates multiple perspectives. Students are empowered through authentic, inquiry-based learning experiences that promote the development of historical thinking skills and provide opportunities for their thinking to be made visible. Students demonstrate their understanding, knowledge and skills through authentic performance tasks.

At Freedom High School, SSGS instruction offers culturally responsive learning experiences and develops critical thinking skills to support student growth at all levels. Using the LCPS SSGS curriculum, CLTs create lessons and activities that are aligned with the essential standards from the Guaranteed and Viable Curriculum. CLTs create a common SMART goal and work together to support student growth. CLT's plan lessons, track student progress, participate in data dialogues, discuss differentiation, and provide small group and individual remediation.

### **Comprehensive Needs Assessment Academic Achievement**

*A summary providing evidence of analysis of trends, patterns, proficiency, and growth in student academic achievement data. Provide a clear connection between outcomes and contributing factors.*

#### **Areas of Noteworthy Achievement**

Although our 2021-2022 summer credit recovery enrollment numbers were initially low, we still observed a decrease in the number of upperclassmen eligible for credit recovery for the 2022-2023 school year. There was an increase in our 9th-grade students, which can be attributed to their performance in Algebra 1. In regard to our ethnic demographics, we saw a decrease in the number of Black, White, and Asian students needing credit recovery, while our Hispanic student enrollment stayed the same. The number of students with IEPs in need of credit recovery stayed steady, while the number of non-IEP students decreased. Due to the success that we saw through the credit recovery study halls during Quarter 4 of 2023 and our senior support study halls, we created a tiered system for all of our students' study hall classes prior to the start of the 2023-2024 school year. All students identified as Tier 3 during the previous academic year were placed in Tier 3 study hall classes, which are smaller in size and supported by a math teacher. These study hall classes are monitored by our Student Support Advisor, with regular check-ins and additional support provided as needed.

After the implementation of the MATH SIP in 2024-2025, we have had a significant increase in math scores on SOL tests. Overall scores improved to 81% from 71% previously. This includes an increase in SWD to 81% in 2024-2025, from 56% in 2023-2024, and an increase

in EL students to 73% in 2024-2025, from 46% in 2023-2024. Although EL students were not specifically part of the SIP goal, all students in Tier 3, regardless of their subgroup, received specialized instruction tailored to their individual needs.

### **Areas that Need Improvement**

Our credit recovery program has been trending in a positive direction since starting during the 2021-2022 school year. This can be attributed to several factors. Not only have we established an academic support center available to all students during the school day, but we have also expanded our academic support services to include sessions outside of regular school hours. We provided a total of 54 academic support session opportunities after school on Tuesdays and Thursdays, as well as on Saturday mornings, spanning the past two school years. Additionally, we implemented credit recovery study halls for our Tier 3 students during the fourth quarter of the 2022-2023 school year and senior support study halls throughout the entire year. These credit recovery and senior support study halls employed a targeted approach to support our at-risk students by providing direct teacher support for the classes they were failing during their study hall blocks. Lastly, we implemented a 2-day math-specific credit recovery program in June 2023 to support our students who were struggling in their math courses.

We will continue to work with our math student subgroups, SWD, and EL. Looking at the Science data FHS is above the state and county metrics; however, SWD and EL students score much lower than other subgroups. In taking a closer look at Science SOL scores, we are still above the state and LCPS scores; however, additional work needs to be done with SWD and EL students.

### **Noteworthy**

Over the past two years, we have made a concerted effort to focus on providing academic support throughout the school year for students who are struggling academically. At the start of Quarter 4 of the past two school years, we have identified 100+ students as being at-risk for needing summer credit recovery. Math has been identified as the subject in which most students need academic support. It is important to keep this information in mind as we move forward so that we can identify the students who are struggling and implement supports earlier in the school year.

The addition of the Math Interventionist and the Instructional Coach in 2024-2025 has had a significant impact on student success. By remediating students and working with CLT's individual plans have been made for all Tier 3 students.

### **Theory of Action**

We will continue to monitor grades for students who currently have a D-/F, as grade reports are run on a regular basis throughout each quarter. Students and parents will be contacted on a regular basis to ensure they are informed of academic progress and academic support opportunities that are available during and after the school day. Our Student Support Advisor, Math Interventionist, Science Dept Chair, and SSA will work in conjunction with the Study Hall teachers to monitor student progress and ensure students are receiving guided academic support during their study hall classes. Continued progress monitoring and academic support throughout the regular school year will result in fewer students requiring summer credit recovery.

### **Comprehensive Needs Assessment Student Engagement**

*A summary of trends, patterns, strengths and areas for growth in student engagement data, including attendance, discipline, perceptual data, and graduation data (HS only).*

#### **Evidence:**

- 1. Supporting Students' Academic and Non-Academic Potential and Well-Being**
- 2. Course Schedules Based on Student Interest**
- 3. Respect for Diverse Cultures, Backgrounds, and Abilities**
- 4. Integration of Digital Tools**

The third key characteristic, Engagement of Learning, is demonstrated when all learners are engaged in the learning environment. At Freedom High School (FHS), engagement is demonstrated when all learners are included in the learning process, participate with confidence, and have agency over their learning. By analyzing the data for standards 16-23, we identified the following themes: Supporting Students' Academic and Non-Academic Potential and Well-Being, Courses Schedules Based on Student Interest, Respect for Diverse Cultures, Backgrounds, and Abilities and the Integration of Digital Tools.

#### **Supporting Students' Academic and Non-Academic Potential and Well-Being**

FHS supports students' academic and non-academic potential and well-being by offering opportunities for students to choose their clubs, courses, and involvement in organizations. For example, the 87 clubs at FHS offer students a multitude of opportunities to join with their peers to explore shared interests. The clubs are often created and governed by students under the watchful guidance of their assigned faculty sponsors. This gives students choice in extracurricular activities, connecting to peer groups, and aligning themselves with the appropriate honor societies and organizations. The FHS community can access all club

information through the FHS Activities website. (Standard 18, Standard 20) A club fair is held at the beginning of the year during all lunches, and at the Rising 9th grade EXPO the spring prior to high school.

FHS engages students in future-ready and job-embedded skills to meet their academic and non-academic needs and interests. Seniors have the opportunity to participate in Senior Capstone, which offers experiences in career exploration or community service (Standards 18, 20). Seniors apply to Capstone in late January and submit proposals for their projects. If approved, seniors will begin job shadowing or volunteering outside of school in May during the last three weeks prior to graduation. Other opportunities that allow students to acquire career-ready skills include the Broadcast Journalism Class, Photojournalism, Fine Arts Courses, Career and Technical Education Courses, DECA, and FBLA. The Broadcast Journalism class provides students with a platform to share their accomplishments (Standard 18, Standard 20). It is also responsible for producing the daily morning video announcements. The Fine Arts Program is an award-winning, Blue Ribbon Program that offers students many opportunities to participate in areas of interest (Standard 18, Standard 20). Career and Technical Education courses are offered to support a growing need in the U.S. workforce for well-trained employees who are prepared with future-ready job skills. DECA is a leadership-focused student organization for career-driven marketing students who are seeking opportunities for experiential learning, community involvement, networking, and personal & professional growth in a welcoming team environment (Standard 18). FBLA is a nonprofit educational association that prepares students for careers in business and business-related fields. The FBLA Chapter at Freedom High School plans and implements professional, service, civic, and fundraising activities that prepare students for competition at a local, regional, and national level (Standard 18).

To support students with varying academic needs, study halls are divided into four tiers: Tier 1, Tier 2, Tier 3, and a 9th-grade-only tier. To place the students, we used GPA, previous grades, credit recovery information, and counselor recommendations (Standard 17). By readjusting our staff duties, we have placed content-specific teachers in areas where there is the most student need. The Academic Support Center (ASC) has a math teacher assigned to every block, working with a small group of Tier 3 students. The teacher and several student tutors also work with students from any study hall on work from all content areas. The other math teachers have smaller groups in their study halls who need math remediation. Our senior English and Government teachers run the senior-only study hall to help struggling seniors meet graduation requirements. Our Student Support Advisor visits the Tier 3 study halls to check in with specific students and monitor their remediation plans. He also coordinates the After-School Academic Support program that meets every Tuesday, Thursday, and select Saturdays. This opportunity is open to all students; however, it is particularly inviting to those who are struggling academically. Parents and students with F's

at the interim time receive personal phone calls and emails from the principal to schedule them for this help. (Standard 17, Standard 18).

In addition to clubs and elective courses, roughly half of Freedom students participate in 41 athletic teams, spread across 3 seasons (Fall, Winter, Spring) (Standard 18). Likewise, our Unified Sports program offers students with disabilities the opportunity to partner with their peers without disabilities in a socially inclusive athletic environment (Standard 17).

### **Course Schedules Based on Student Interest**

The Master Schedule is established based on student course selections. The Director of Counseling and the Principal have weekly meetings to update course registrations while counselor one-on-one meetings are ongoing. The same master schedule is not used every year. It is driven by student need and interest. The “Scheduler” is designed to minimize potential student conflicts, from the selection of courses to the most minor details of specific rooms required for self-contained and EL classes, electives, time-of-day classes, and fine arts programs. For example, Algebra 1 is restricted to the first two blocks of the day, and Algebra 2 has grade-specific sections, ensuring that seniors are not mixed with 9th graders due to different skill levels and maturity. We also provide standard planning blocks to most departments, allowing teachers to work in their CLTs and meet with their respective departments. Elective departments that do not have common planning are provided with common planning by disciplines within their department (Standard 17).

Before students select a course for the following year, teachers of core classes and World Languages enter a course recommendation. Teachers have one-on-one conferences to discuss the appropriate level and class based on student input, academic performance, and future plans. The counselor also discusses this recommendation with the student. These recommendations are in place prior to the one-on-one meetings to provide students and parents with recommendations for next year’s academic courses. Counselors also do grade-level presentations on course offerings before one-on-one meetings. (Standard 17)

### **Respect for Diverse Cultures, Backgrounds, and Abilities**

FHS promotes a diverse range of cultures, backgrounds, and abilities that represent its community through numerous programs and experiences. When students, parents, staff, and community members walk into the building, they first see a display case with our motto, “Where there is Unity, there is Freedom”, and over 100 flags that represent the home countries of all our families. (Standard 16).

At FHS, the library’s book collection is thoughtfully curated to represent the diverse needs and perspectives of the community. Students are offered a rich array of books that mirror

their experiences, serve as windows into new perspectives, and doors that transport them to imaginary and new worlds (Standard 16).

Over the past few years, Freedom has established two culturally-specific advisories to meet the needs of our Black/African American and Hispanic populations. Excellent Options is an achievement gap intervention created initially by LCPS parents, which functions as a student affinity group advisory. African American students and student allies from diverse backgrounds meet to participate in advisory lessons, develop self-advocacy skills, and increase community awareness (Standards 16, 17, 19). Additionally, the Beyond Horizons advisory is an affinity group that meets the needs of our Hispanic students, who come together to share their ideas and feelings, as well as celebrate their culture (Standards 16, 17).

CAMPUS is an academic and college preparation program designed to meet the specific needs of historically underrepresented students and first-generation college students in Loudoun County. Students commit to attending mandatory CAMPUS meetings or classes during the school day and attending CAMPUS activities throughout the year (Standard 16). The Raising Educational Achievement through Collaborative Help (REACH) Mentoring program is dedicated to fostering student-to-student mentorship, with a specific focus on supporting students from ethnic minorities. Its primary objective is to address and narrow the racial equity gap, particularly in terms of enrollment in higher-level courses. Students are paired with upperclassmen mentors and meet twice a month to discuss goals and strategies both in and outside the classroom (Standards 16, 17). African American Studies is an elective course designed to introduce students to the major themes, issues, and debates in African American history, from its African origins to the present day (Standard 16).

We have many student associations representing many different backgrounds, cultures, and religions such as the South Asian Student Association (SASA), Black Student Association (BSA), Jewish Student Association (JSA), Afghan Student Association (ASA) Muslim Student Association (MSA), Sikh Student Association (SSA), Asian Student Association (ASA), and Latino Student Association (LSA). These student associations host their own meetings and activities. However, this year, they came together with a unified activity. In reaction to the October 2023 Middle East conflict, the leaders of the MSA planned a potluck Friendsgiving meal and invited all affinity groups. All the student associations collaborated to make this successful unified event a reality, with approximately 85 students in attendance. (Standard 18).

### **Integration of Digital Tools for Differentiated Learning and Assessments**

Since our last accreditation, the focus of technology integration has evolved from Bring Your Own Device initiatives to placing a greater emphasis on leveraging digital tools to meet



student needs. FHS teachers have access to a wide range of digital tools and support. However, the use of digital platforms is not uniform across every department or among CLT members. When examining the ELO Observation Data, the lowest score was 2.4 in the digital learning environment. This is surprising, as the FHS Tech website offers multiple programs for teachers. Our Instructional Facilitator of Technology provides easy-access guides and also works one-on-one, in small groups, and with departments to enhance the use of technology in instruction. It seems many teachers are using some of the software for review games, activities, and research. Some examples of integration of digital tools during class visits included Google Forms for instant feedback and data for the teacher, Schoology Discussion Boards to provide written responses and allow for student collaboration, videos to supplement content instruction, OneNote to solve digital math problems, Nearpod to promote student agency, and numerous applications to gamify learning (i.e., Kahoot, Gimkit, Quizizz, Time to Climb). Likewise, teachers often utilize the following digital tools: No Red Ink, Turnitin, Delta Math, Newsela, and library databases to provide personalized instruction based on progress monitoring for students (Standards 22, 23).

Even with all of these available tools, 39% of students noted on their recent stakeholder surveys that digital tools were used to promote learning, as compared to 48% of teachers who stated that they used digital tools to enhance instruction. When looking more closely at data from student voice and choice, progress monitoring, and differentiated instruction, technology is a part of the classroom, but it is only used occasionally to drive student engagement and learning. (Standard 21, Standard 23)

## **Conclusion**

Freedom High School offers numerous opportunities for students to excel both academically and in non-academic settings by providing students with the chance to participate in activities and courses that are primarily based on their interests. To support student voice, Freedom High School has a student-centered approach to building course schedules. FHS programs reflect respect for diverse cultures, backgrounds, and abilities, representing the FHS community. To support student needs and learning styles, FHS staff have access to a range of digital tools for instruction and communication. Thus, FHS promotes engagement by offering students choice in clubs and courses, providing opportunities for various cultures to express themselves, and offering access to digital tools for instructional integration.

**Extended Learning:**

Freedom High School realizes that one of the keys to a successful academic career for students is being well-rounded in their experiences. As a result, we offer our students a diverse range of activities. It is impressive that roughly half of our students participate in athletics, and we also have a remarkable level of student involvement outside of athletics. We have over 80 student-run clubs and multiple co-curricular activities for students. At Freedom High School, there is a group for every student, no matter their interest. Just as we ensure that no students fall through the academic cracks, we also provide students with opportunities to participate in a group or organization, thereby enhancing their sense of belonging. All of these achievements support the assertion that Freedom is a safe, welcoming environment for all members of our community.

**Family and Community Engagement Opportunities:**

Freedom High School invites parents to participate in our school culture. Parents are involved in the PTSA, sports, and Fine Arts Boosters. Parents are invited to Parent Coffee sessions through our UMHT program. Parents and the community are invited to our Black History Month assembly, International Night, and all other athletic and fine arts programs. We offer an incoming freshman parent night that includes a Q&A session, as well as a Fall Freshmen-only parent night, which provides parents with opportunities to ask questions to the Principal and Director of Counseling. The Counseling Department provides a College Application Information Night to senior parents. In the winter, we host a curriculum and course elective night for parents to hear from each department chair and view the diverse range of electives we offer. There are also various student showcases in the fine arts and cluster concerts to bring together all members of the community.

**Climate and Culture**

**School-specific narrative** (could include info from climate surveys, attendance data, and unique school culture factors, including climate and culture within individual classrooms)

Freedom High School (FHS) evaluates stakeholder feedback for the continuous improvement process. In the School Improvement Plan (SIP) stakeholders provide valuable input, specifically in Strand 2. Examples of stakeholder feedback include division-wide climate surveys, FHS student and parent focus groups, School Leadership Team Meetings (SLT), and Positive Behavioral Intervention and Support (PBIS) meetings. The FHS Administration Team holds weekly meetings to discuss school climate. SLT, PBIS, and Equity teams meet bi-monthly. They review current initiatives and make adjustments based on stakeholder feedback. Interventions and supports may need to be adjusted or added. These examples of school-based programs focus on continuous school-wide improvement.

The collected data included the Cognia Stakeholder surveys for students, educators, and families. Using the Qualtrics Statistical Significance calculator, we determined the necessary sample size to meet statistical significance based on student enrollment. To meet a 95% confidence interval for statistical significance, we determined 322 surveys must be completed for students and families, and 110 for educators. The student survey was distributed in core social science classrooms for grades 9 through 12. From the student survey, 1377 responses were collected. Furthermore, a variety of strategies were employed to distribute the family survey, including emails and calls from the principal, posting survey links on the school's main webpage, and reminding families on the marquee in front of the school. We collected 354 responses. For Educators, we also employed a variety of methods, including staff email and newsletter reminders, faculty meeting requests, department meeting reminders, and reminders from the School Leadership Team (SLT). We collected 113 educator responses (94%).

Data analysis included defining key characteristics of each of the four themes (i.e., culture, leadership, engagement, and growth) aligning with Cognia's definitions, aligning survey questions to the four themes to compare responses, creating a spreadsheet to compare survey data between all three groups of stakeholders by theme, identifying findings from all three stakeholder groups for each of the four themes, and triangulating findings with existing data such as division-wide climate surveys, eleot Observations, and feedback from parents during focus group interviews, PTSA Meetings, intervention meetings, and informal parent communication to increase validity of the findings.

Student responses indicated they feel welcome and respected. Additionally, students indicated they believe FHS leadership makes good decisions to keep students safe. Likewise, they described adults at FHS as doing their jobs, having conversations with students, and supporting students to succeed academically. While a high number of students described FHS as boring (55%), other indicators show that students are safely engaged in a positive school culture. This positive connection is echoed in both the family and educator surveys, where 'respectful', 'welcoming', and 'safe' clearly rose to the top of the list. Students also noted overwhelmingly that Freedom is a 'fair' environment, which aligns with the sentiments of families and educators as well.

When asked about the most important attributes for adults in the school for students, families, and educators aligned, they stated that being engaged is the top priority. This differed from students who felt like adults in the building want their work completed on time. Other themes aligned across all three groups: 'share your thoughts', 'explore interests', and 'ask questions'. The messaging and values from classrooms to the community and vice versa appear to resonate with each other.

Both families and educators show significant value in their 'willingness to try new things' and 'have high expectations for learning'. This may be a reason that deadlines and work completion were a focus in the student survey feedback. Families and educators also agreed on having enough support from the other stakeholders. Students reported that staff are 'there when needed' and families similarly stated they 'received support based on their needs'. These top common responses help to give the welcoming, safe, and supportive environment that exists. As an educational institution, it is worth noting that all stakeholder groups report finding value in the learning process. Learning about other cultures, exploring future career paths after high school, and utilizing digital tools to enhance student learning were all highlighted as essential components of the learning culture at Freedom High School.

Although stakeholders agreed that FHS is welcoming, respectful, and safe, findings suggested that discrepancies exist based on the lens through which they view it. Data from Eleot observations suggested that instruction generally lacked technology integration. Based on data from stakeholders, our specific areas of focus include an increased emphasis on promoting learning that is both engaging and relevant to students. Equitable and differentiated learning, encompassing students' linguistic and ability levels, and relating instruction to real-world experiences, should also increase. One approach that can be continued at the school level is offering professional learning. If professional learning targets student engagement, equity, differentiation, authenticity, and technology integration, then instruction can grow to be more interactive, collaborative, and tailored to student learning styles and abilities. Ultimately, learners will engage with the content curriculum more meaningfully and successfully.

**Positive Behavioral Interventions and Supports (PBIS):** PBIS is a systemic approach for establishing a safe and supportive learning environment. Through the implementation of a consistent vision, language, and practices, school staff promote social, behavioral, and academic success for all students.

The successful implementation of PBIS can lead to a favorable school climate, improved classroom management, increased understanding of school-wide expectations, strengthened relationships, increased positive behaviors, enhanced academic achievement, equitable learning experiences, and a decrease in office

referrals and suspensions. To support implementation, the PBIS team meets regularly to evaluate behavioral data, provide behavioral lessons based on identified needs, and share resources.

At Freedom High School, we utilize the Positive Behavior Interventions and Supports (PBIS) as a systems approach to establish a safe and supportive learning environment that promotes social, behavioral, and academic success for all students. At Freedom High School, our motto is, 'Where There is Unity, There is Freedom.'

Our core values are: **SOAR**

- **Service: Be responsive to others' needs.**
- **Ownership: Take responsibility for your actions & decisions.**
- **Acceptance: Recognize people & situations for what they are without judgment.**
- **Resilience: Successfully adapt to difficult or challenging life circumstances.**

The PBIS committee works to improve school climate, strengthen relationships, and foster Freedom High School's core values through positive recognition and equitable practices.

**Social-Emotional Learning (SEL):** The social-emotional learning framework provides students with explicit instruction, practice, and reinforcement of skills through academic integration and a supportive environment that cultivates relationships, fosters a sense of belonging, promotes safety, and adopts a student-centered approach. The framework is supported by the involvement of all community members, including staff, students, families, and community partners.

At Freedom High School, we have a variety of groups that work together to provide SEL to our students. Advisory is time (25 minutes) set aside twice a week for our students to positively interact with a small group of their grade-level peers and one adult advisor. The advisory group stays the same for all four years of the student's high school career. Its goal is to help students to form meaningful connections with their peer advisory groups and a trusted adult, creating an open environment for students to speak freely.

Advisories occur on Tuesdays and Fridays after the 1st block. During Tuesday Advisories, teachers will implement advisory lessons. On Fridays, there will be games, grade-level challenges, and wellness activities. The lessons are emailed in advance, and all activities are listed on the grade-level calendar.

'Freedom Ambassadors' are student leaders who are assigned to one freshman advisory each. They are there to help initiate conversations, serve as a role model, and provide a peer perspective.

### **Unified Mental Health Team (UMHT)**

The purpose of the Unified Mental Health Team is to address the social, emotional, and behavioral expectations of our FHS community. The team is composed of school counselors, Lisa Harris (School Social Worker), Suzanne Goldbecker (School Psychologist), Teachers, Students, and Sara Sherrick (Substance Assistance Specialist). They employ a team-based approach to deliver educational and professional development, utilize prevention-based efforts, and address Tier 1 and Tier 2 student needs with evidence-based interventions. UMHT meets once a month to review schoolwide data, discuss systematic issues related to the delivery and evaluation of mental health prevention and intervention support across the school, and create a plan to address any identified issues.